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|  | School Offer |
| How do we identify needs?  Who do I talk to about my child’s difficulties with learning? | It is important that we identify children with special educational needs so that we can determine what actions to take and not to place children into categories.  You can talk to any member of staff about your child and class teachers are usually the first person to contact if you have any concerns. The school SENCO is Mrs Sarah Jennison and she is available to talk to all parents about their child’s needs.  Children at Boltons School are observed by all staff and progress is tracked by class teachers from the minute they enter school. All staff hold regular discussions about pupils and any concerns are shared immediately with the SENCO and parents. The SENCO, Mrs Jennison, is involved in identifying pupils with Special Educational Needs/Disability and is involved in all discussions about any concerns staff or parents may have.  If parents have concerns about their child, at any stage of education, they are encouraged to share these with staff and the SENCO and they are involved in all decision making processes.  If school feels it is appropriate they will, with parental permission, seek advice from external specialists; parents again will be fully informed and be part of this process. |
| What type of support is offered by Boltons CE School? | Pupil reviews are held at least termly and reviews for pupils with identified needs are carried out every term. Staff also discuss provision for pupils with identified needs on a monthly basis so that additional resources/time can be provided when needed. Staff monitor the impact of any interventions provided and will alter provision as felt necessary.  The school SENCO, Mrs Jennison, oversees all Individual Pupil Education Plans and helps staff set targets that are matched to individual pupil need.  Teaching assistants are used to help provide some support in class, but all class teachers are responsible for ensuring that lessons are planned and adapted appropriately so that all pupils with SEND are fully included in all aspects of the curriculum. The SENCO provides support to all staff on differentiating lessons.  Parents are kept informed about the provision being made in school, who is involved in supporting their child and all pupils have additional support timetables in place outlining the level of support provided. The support provided changes according to need.  Parents are provided with copies of any IEPs (Individual Education Plans) and are also provided with review comments and new targets; parents are encouraged to discuss these with their children and are also encouraged to add any targets that they think would help their child in school.  The school has a named Governor who is responsible for ensuring that pupils with SEND receive the help and support that they require. |
| Curriculum- How will the teaching and learning be adapted for my child? | All staff are expected to adapt and plan activities according to need and, in some cases, will offer a completely bespoke individualised curriculum if this is felt to be necessary.  At Boltons CE School we feel it is important that all pupils are actively included in all areas of the curriculum and we work with parents, pupils, external specialists and each other to ensure that this happens on a daily basis.  Identifying needs as early as possible allows us to match the curriculum to individual pupil needs and to provide additional support where needed. |
| How can I let school know I am concerned about my child’s progress? | We expect all parents to be fully involved in their child’s education and this is especially important for pupils with SEND. As well as meeting with class teachers on consultation evenings, parents may talk to staff regularly, on a daily basis if necessary, about their child and the SENCO also makes time to keep parents informed about what is happening.  Parents are kept informed about the provision being made in school, who is involved in supporting their child and all pupils have additional support timetables in place outlining the level of support provided. The support provided changes according to need.  Parents are provided with copies of any IEPs (Individual Education Plan) and are also provided with review comments and new targets; parents are encouraged to discuss these with their children and are also encouraged to add any targets that they think would help their child in school. Staff are available to discuss IEP targets with parents. |
| How will the school let me know if they have concerns about my child’s learning? | If staff feel that at child has SEND we will inform parents formally of this and no decisions will be made without full input from parents and, where appropriate, the child  For pupils who require more than school based support we will, with parental permission and involvement, carry out an Early Help Assessment to access support from specialist staff from external agencies; these could include specialist advisory teachers, health professionals and educational psychologists. As a team we determine, discuss, implement and review strategies to support the child in school and if it is felt necessary would seek to carry out further diagnostic tests. If it was necessary then an Education Health Care Plan would be drawn up by all involved parties. |
| Overall Well-being | The school has detailed policies for managing medication in school and for the inclusion of pupils with medical conditions in school. We work alongside healthcare professionals to access training in the administration of medicine as required.  Any pupil with identified behaviour needs has an Individual Behaviour Plan in place with clear strategies and expectations agreed with pupil and parents.  The school has a very open door policy and all staff, including the head teacher, are approachable. High priority is given to monitoring pupils’ emotional well-being and parents are encouraged to share with school staff anything that may impact on their child’s well-being in school.  The school has one member of staff trained in mental health first aid and one member of staff is a trained ELSA, with another member of staff embarking on this training as well.  One member of staff is trained in delivering Draw and Talk. |
| Who will be involved in providing help for my child? | School Based Provision  Class teachers.  Teaching assistants.  Specialist Services and Advice  The school has strong links with a range of external specialists. These currently are: Educational Psychologist; Specialist Advisory Teacher for Communication, Speech and Language; Speech Therapists; CAMHS and Family Action. |
| How will we measure the progress of your child? | The progress of children is monitored regularly and every half term we formally discuss and record the progress of pupils.  Pupils in Year 1 take part in a phonics screening check.  Pupils are tested at the end of KS1 and KS2.  Annual reviews are held for pupils with an EHCP. |
| What support can we offer you as a parent of a child with SEND? | Regular contact with your child’s class teacher is encouraged.  The SENCO will make regular contact to make sure you are happy with the support being offered.  IEP targets will be shared with you.  A home school book or Tapestry may be used to share information. |
| Staff Training- how are teachers helped to work with children identified as having SEND? | Staff from the above agencies work with school staff to provide strategies to help pupils and they help set targets.  All school staff are expected to include pupils with SEND and have in the past received training in Makaton, Autism Awareness, Sensory Processing and in including children with a hearing impairment.  Some staff have been trained in the administration of epipens for pupils with severe allergies.  The SENCO attends all briefings provided about SEND. |
| How is the school accessible? | The school has a disabled toilet facility.  All teaching areas are on the ground floor and provide wheelchair access.  Front and rear entrances are at floor level.  The school will provide written information in alternative formats if this is required.  The school has an access plan and this is reviewed every year. |
| Transition- how will we support your child when they are leaving this school? | If we are made aware of pupils with SEND prior to entry to Boltons School the SENCO and the Early Years teacher will visit the child’s pre-school setting and meet with parents and staff to discuss any additional provision required and to put a plan in place to ensure transition is a smooth, stress free process. Extra visits to school can be arranged as part of this.  Boltons School has good links with local secondary schools and extended transition plans are put in place for pupils with SEND. We invite the parents, child and secondary school SENCO to attend transition reviews when pupils are in Years 5 and 6 and as a group we put together a transition plan. As part of this colleagues from the secondary visit and spend time in our classrooms getting to know pupils and then we accompany our pupils when they visit classrooms and lessons at the secondary school. We also make sure we take social issues into consideration when preparing transition plans. Key information and any IEP targets are shared with secondary colleagues. |
| Resource Allocation- how is extra support allocated to pupils? | We are very proud of the fact that all pupils with additional needs receive the help they require whether they attract funding or not. We are fortunate that we are able to provide additional help to our pupils and the school manages its budget carefully to ensure that we can meet the provision we think is required, in addition to using funds delegated by the LA for SEND.  Parents of pupils who have an Education Health Care plan are fully involved in annual reviews and are asked to comment on the impact any spending has had on pupil progress. |